Title of Instructional Materials: Connected Mathematics

Grade Level: Grade 6

Reviewers:

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Summary of Connected Mathematics

Overall Rating: ☒ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:** Inquiry-based program; dependent on fraction bar model. Some standard areas are missing.	Important Mathematical Ideas: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**
Skills and Procedures: ☒ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**	Mathematical Relationships: ☐ Weak (1-2) ☒ Moderate (2-3) ☐ Strong (3-4) **Summary / Justification / Evidence:**

Reviewed By: [redacted]

Title of Instructional Materials: Connected Math
P.t.

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Ex: Part I Fractions
Investigation 5
Bits I (Inv 3)
Bits + Pieces III (Inv 4)

Heaven help the kid who can't make a fraction bar.

Simpler examples: "Jen won a fruit bar (10 in?) and decides to share 1/4. Really?

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence Probably good but I'm not sure.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating

generous

1 2 [✓ 3] 4

Reviewed By: ______________________

Title of Instructional Materials: ______________________

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

B.PI (Fnd. III)
p40-41

More grids & number lines

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Perhaps doing the whole program makes sense, but right now the 7s seem superficial & underdeveloped.

Summary/Justification/Evidence

Overall Rating

1 2 [✓ between 2 and 3] 3 4

[redacted]

Reviewed By: ____________________

Title of Instructional Materials: ____________________

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

√ ? [illegible] ?

BP. I
(Fw I)
p. 7-8 10
(Fw II)
p. 24-25

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

It seems that they ask for more simple answers based on previous work but it doesn't feel like there's a great need for explaining & communicating.

Overall Rating

1 ―― 2 ―X― 3 ―― 4

Reviewed By: ______________________

Title of Instructional Materials: ______________________

Documenting Alignment to the Standards for Mathematical Practice

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

BPI (Inv III)
p 20-25
40-41

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

I don't think theyre very interesting for kids

Overall Rating

1 — 2 — 3 — X — 4

Reviewed By: ____________________

Title of Instructional Materials: ____________________

Documenting Alignment to the Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

B.PJ
(Inv. I)

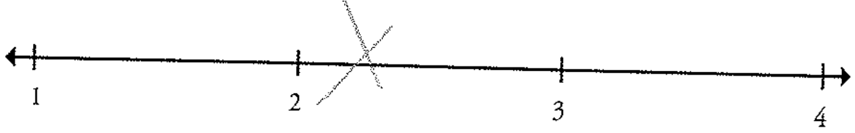
Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Calculators? Graphing Technology?
Anything other than a fraction bar?

Overall Rating



Reviewed By: ____________________

Title of Instructional Materials: ____________________

Documenting Alignment to the Standards for Mathematical Practice

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Shapes & Designs (FNW 2)

2 good questions in 14 pages

p.39 - Explain why shapes are called parallelograms

Based on conjectures what do you think is true.

Indicate the chapter(s), section(s), or page(s) reviewed.

A Honey Bee's Dance - really?

Amelia - interesting

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

7 good questions out of 40 for explain justify defend etc.

Overall Rating

1 — 2 — X — 3 — 4

2nd #1 - The last ? in the investigation.

Reviewed By: ______________________

Title of Instructional Materials: ______________________

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

BI (Inv 1.2.3)

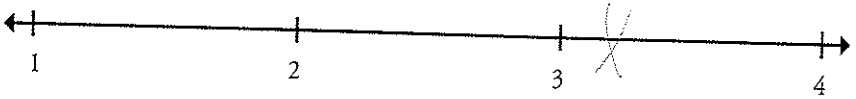
Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Same thing presented to student repeatedly (ie fraction bars)

Overall Rating



Reviewed By: ____________________

Title of Instructional Materials: ____________________

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y-2)/(x-1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x-1)(x+1)$, $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

B.P. (I) Inv. 3.

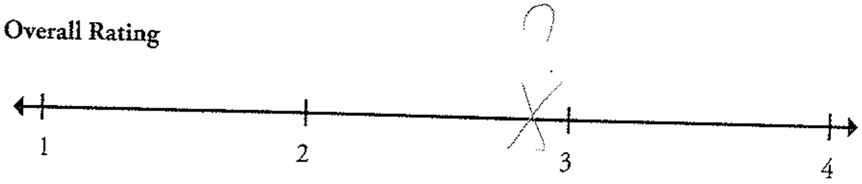
The same type of problems are asked

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* According to PT - BPI (Inv. 4) - Only see %, not addressing - specifically ratio.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Found in CC Transition Kit (Inv. II)	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Reviewed By: ____________________

Title of Instructional Materials: ____________________

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.2

Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with *b* ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* [1]

CC
Transition
Kit

Indicate the chapter(s), section(s), and/or page(s) reviewed.

These problems and investigations sound as if written by real people.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

1 — 2 — 3 — X 4

Skills and Procedures

1 — 2 — 3 — X 4

Mathematical Relationships

1 — 2 — 3 — X 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

1 — 2 — 3 — X 4

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[1] Expectations for unit rates in this grade are limited to non-complex fractions.

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.3a

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

BP I (~~[illegible]~~ (6-1)

CC Jw I

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 [✓ 4]

Skills and Procedures 1 2 3 [✓ 4]

Mathematical Relationships 1 2 3 [✓ 4]

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 [✓ 4]

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.3b

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
    b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

B.P. I (Inv. 4)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas
1 2 3 4

Skills and Procedures
1 2 3 4

Mathematical Relationships
1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

unit pricing c̄ constant speed ?

Overall Rating
1 2 3 4

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.3c

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

B.P. II
(Qui. 4)
(Fnl. 5)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

The
whole section
is based in
real world
problems

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 [✓ 4]

Skills and Procedures: 1 2 3 [✓ 4]

Mathematical Relationships: 1 2 3 [✓ 4]

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 [✓ 4]

Reviewed By: ____________________

Title of Instructional Materials: ____________________

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.RP.3d 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. CC Transition Kit TWI	Important Mathematical Ideas 1 — 2 — 3 — X — 4 Skills and Procedures 1 — 2 — 3 — X — 4 Mathematical Relationships 1 — 2 — 3 — X — 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. So many problems often long [illegible] Would like to see more integration	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 — 2 — 3 — X — 4

Heath.

⊕ Feels like its written by separate people. Sometimes it's very based on off topic (i.e. whole page devoted to a story) Other times problems and questions are very much in length or other [illegible]

⊕ Problems + Story Problem Format. Not so much a hands on design as the others more traditional ones.

⊕ Looks as if the original printing was [illegible] in the 4th grade, and the transition kit is trying to bring [illegible] up to [illegible]...

6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade/course. If the group size is large, more areas, topics, big ideas can be examined within each grade level/course.
7. Make sure committee members have multiple copies of the Phase 3 rubric.
8. Committee members apply the Phase 3 rubric for each of the materials.
9. Establish a time line for groups to complete and submit Phase 3 documentation.
10. Establish a data collection and analysis process to attain a rating for each resource.

Materials and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line master — multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

Phase 4: Assessing Vertical Alignment of Instructional Materials

Reviewed By: [redacted]

Title of Instructional Materials: [redacted]

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6.NS.1

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Bits & Pieces II - Inv. 4 (pp. 52-64)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 [✓ 4]

Skills and Procedures: 1 2 3 [✓ 4]

Mathematical Relationships: 1 2 3 [✓ 4]

Summary / Justification / Evidence

- Students explore division of fractions by fractions.
- Students develop their own algorithms.
- Students [illegible]
[illegible]

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: 1 2 3 [✓ 4]

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	Important Mathematical Ideas: 1 X 2 3 4 Skills and Procedures: 1 X 2 3 4 Mathematical Relationships: 1 X 2 3 4 **Summary / Justification / Evidence** · [illegible] divide decimals
Indicate the chapter(s), section(s), and/or page(s) reviewed. Bits and Pieces I - Inv. 3 " " " III - Inv. 3 [illegible] Shapes and Designs - Inv. 2	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** · Algorithm not evident – [illegible]
	Overall Rating: 1 X 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Important Mathematical Ideas: 1 2 [✓ 3] 4 Skills and Procedures: 1 2 [✓ 3] 4 Mathematical Relationships: 1 2 [✓ 3] 4 **Summary / Justification / Evidence** · [illegible] [illegible] · [illegible] · [illegible] · [illegible]
Indicate the chapter(s), section(s), and/or page(s) reviewed. Bits and Pieces III: Inv. 1 Inv. 2 Inv. 3	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** [illegible] more clearly summarize [illegible]
	Overall Rating: 1 2 [✓ 3] 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Compute fluently with multi-digit numbers and find common factors and multiples.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*	Important Mathematical Ideas: 1 X 2 3 4 Skills and Procedures: 1 X 2 3 4 Mathematical Relationships: 1 X 2 3 4 **Summary / Justification / Evidence** · Students use [illegible] to find common factors. · [illegible] · GCF and LCM are taught and explained in depth. · Students apply GCF and LCM in a variety of real-world situations.
Indicate the chapter(s), section(s), and/or page(s) reviewed. Prime Time { Inv 2 (27-29). Inv 3 (37, 41, 43-70) Inv. 2 (Grain [illegible]) NOT SHOWN Excellent exploration of GCF and LCM; no distributive property.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** · Common [illegible] and common [illegible] are [illegible] · Distributive property not evident. Overall Rating: 1 X 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **Indicate the chapter(s), section(s), and/or page(s) reviewed.** B/PI – Inv. 2 ACE 9	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence** - Shown on number line [illegible] problem set **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** Only shows up in 3 application problems about money. - Not explicitly addressed. Overall Rating 1 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.6a

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
    a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

B/P II - Inv. 2

Trans. Kit - Inv. 3 - not shown

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas [✓ 1] 2 3 4

Skills and Procedures [✓ 1] 2 3 4

Mathematical Relationships [✓ 1] 2 3 4

Summary / Justification / Evidence

• Positive/negative numbers of many values on number line and [illegible] within problems in one set only [illegible] [illegible]

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

• Opposites not addressed.

• 0 is its own opposite not addressed.

Overall Rating [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

6.NS.6b

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
    - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Gr 3 (Transition Kit) - not shown

Important Mathematical Ideas: [✓ 1] 2 3 4

Skills and Procedures: [✓ 1] 2 3 4

Mathematical Relationships: [✓ 1] 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.6c

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
   c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Inv. 3 (Transition Kit) - not shown

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: [✓ 1] 2 3 4

Skills and Procedures: [✓ 1] 2 3 4

Mathematical Relationships: [✓ 1] 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating: [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.7a 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*	Important Mathematical Ideas [✓ 1] 2 3 4 Skills and Procedures [✓ 1] 2 3 4 Mathematical Relationships [✓ 1] 2 3 4 **Summary / Justification / Evidence** · Fractions shown on # line to compare. · Decimals
Indicate the chapter(s), section(s), and/or page(s) reviewed. B/P I Inv. 1 Inv. 2 Inv. 3 Inv. 4	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** · only dealing with fractions and percents in whole numbers or [illegible] · No absolute value
	Overall Rating [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.7b

7. Understand ordering and absolute value of rational numbers.
   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write *–3 °C > –7 °C* to express the fact that *–3 °C* is warmer than *–7 °C*.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

BP II – Inv. 1

BP III – Inv. 2

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas [✓ 1] 2 3 4

Skills and Procedures [✓ 1] 2 3 4

Mathematical Relationships [✓ 1] 2 3 4

Summary / Justification / Evidence

- Students order fractions and decimals

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

- Students do not write, interpret or explain order of +/- numbers, except in three money-related problems.

Overall Rating [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.NS.7c 7. Understand ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*	Important Mathematical Ideas [✓ 1] 2 3 4 Skills and Procedures [✓ 1] 2 3 4 Mathematical Relationships [✓ 1] 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Inv. 3 (Transition Kit) ~not seen	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.7d

7. Understand ordering and absolute value of rational numbers.
   d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Inv. 3 (Transition Kit) - not shown

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas [✓ 1] 2 3 4

Skills and Procedures [✓ 1] 2 3 4

Mathematical Relationships [✓ 1] 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Important Mathematical Ideas [✓ 1] 2 3 4 Skills and Procedures [✓ 1] 2 3 4 Mathematical Relationships [✓ 1] 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed. Covering & Surrounding – Inv. 2 – only Q1 Data About Us – Inv 2 only Q	**Summary / Justification / Evidence** · Students graph points in Q I
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): · Q II, III, IV never introduced.
	Overall Rating [✓ 1] 2 3 4

Reviewed By: [redacted]

Title of Instructional Materials: ______

MATHEMATICS: GRADE 6 – RATIOS AND PROPORTIONAL RELATIONSHIPS – 6.RP

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	Important Mathematical Ideas 1 2 3 4 — 3.75 Skills and Procedures 1 2 3 4 — 3.75 Mathematical Relationships 1 2 3 4 — 3.75 **Summary / Justification / Evidence** Concepts developed through problem solving - use investigations to teach concepts more rigor connections build number sense
Indicate the chapter(s), section(s), and/or page(s) reviewed. Bits & Pieces I, III + CC Transition Kit	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4 — 3.75

Reviewed By: [redacted]

Title of Instructional Materials: ______

MATHEMATICS: GRADE 6 – THE NUMBER SYSTEM – 6.NS

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6.NS.1

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Bits & Pieces I, II, III + CC Investigation Kit
Prime Time

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 2 3 [✓ 4]

Skills and Procedures: 1 2 3 [✓ 3.75] 4

Mathematical Relationships: 1 2 3 [✓ 4]

Summary / Justification / Evidence

mathematical ideas conceptually developed
concepts taught through problem solving
skills + procedures integrated with and connected to other important ideas

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

6.NS.2 - multiple digit #s
6.NS.6a-c not in text - in transition kit but not available at this time

6.NS.7a-b neg #s

Overall Rating: 1 2 3 [✓ 3.9] 4

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. -has multiple approaches, but never clearly gives procedures -few or no real-world examples - doesn't use a formula	Important Mathematical Ideas [✓ 1] 2 3 4 Skills and Procedures [✓ 1] 2 3 4 lacking Mathematical Relationships [✓ 1] 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. Covering Surroundings booklet pages 37-49	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** formulas, decomposing, real-world applications
	Overall Rating [✓ 1] 2 3 4

Reviewed By: ____________________

Title of Instructional Materials: ____________________

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. 0 NA **Indicate the chapter(s), section(s), and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

[redacted]

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.3

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 4

Skills and Procedures 1 2 3 4

Mathematical Relationships 1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 4

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

6th

Reviewed By: [redacted]

Title of Instructional Materials: Connected Math
Pearson Course I

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.1

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

no formulas to use
- "discovery" method implied, but no formulas or examples given
real world problems present

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Booklet
- Covering Surroundings
37-49

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas: 1 [✓ 2] 3 4

Skills and Procedures: 1 [✓ 2] 3 4

no evidence; missing spatial shape

Mathematical Relationships: 1 [✓ 2] 3 4

no real world connections to use formulas

Summary / Justification / Evidence

Lacking: formulas to deconstructing shapes

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Good study guides + ISTEP+ practice

Overall Rating: 1 [✓ 2] 3 4

(certain skills are hard)

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Important Mathematical Ideas: 1 [✓ 2] 3 4 Skills and Procedures: 1 [✓ 2] 3 4 Mathematical Relationships: 1 [✓ 2] 3 4 **Summary / Justification / Evidence** all lemma
Indicate the chapter(s), section(s), and/or page(s) reviewed. ~~Not there~~ In supplement p31	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating: 1 [✓ 2] 3 4

Reviewed By: ______________________

Title of Instructional Materials: ______________________

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Important Mathematical Ideas: 1 [✓ 2] 3 4 Skills and Procedures: 1 [✓ 2] 3 4 Mathematical Relationships: 1 [✓ 2] 3 4 **Summary / Justification / Evidence**
Indicate the chapter(s), section(s), and/or page(s) reviewed. supplement 33-34	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating: 1 [✓ 2] 3 4

6

Reviewed By: [redacted]

Title of Instructional Materials: Connected Mathematics
Pearson

MATHEMATICS: GRADE 6 – GEOMETRY – 6.G

Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.4

Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

107
554-559

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas 1 2 3 4

Skills and Procedures 1 2 3 4

Mathematical Relationships 1 2 [✓ 3] 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating 1 2 3 4